



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	Frenchay Campus	
<b>Faculty responsible for programme</b>	Faculty of Arts, Creative Industries & Education	
<b>Department responsible for programme</b>	Education	
<b>Modular Scheme Title</b>		
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>	None	
<b>Highest Award Title</b>	BA (Hons) Education and Early Childhood	
<b>Default Award Title</b>	None	
<b>Interim Award Titles</b>	BA Education and Early Childhood Dip HE Education and Early Childhood Cert HE Education and Early Childhood	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	Full time and Part Time	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2: X310</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>		
<b>CAP Approval Date</b>		
<b>Valid from Date</b>	September 2012	
<b>Valid until Date</b>	September 2018	
<b>Version</b>	1.1	

## Part 2: Educational Aims of the Programme

This programme draws together studies in both education and early childhood to enable students on the programme to have a deeper understanding of the learning and development process for young children and be able to apply this knowledge and understanding for learners throughout the life course.

The overall programme aims:

1. To provide opportunities for students to critically engage with contemporary issues in local, national, international and global policy and practice relating to education, learning, sustainable development and early childhood
2. To provide students with insight into physical, neurological, psychological, sociological, historical and philosophical accounts of children's early development and apply these insights to educational contexts for all learners across the life course;
3. To enable students to develop a critical understanding of the complexity and diversity of learning, education and development as experienced in a range of formal and informal social and cultural contexts
4. To enable students to have a critical understanding of the 'constructed' nature of early childhood alongside the position and representations of children from diverse backgrounds within local, national and global contexts
5. To develop students' capacities for facilitation of learning experiences with children, young people and adults including approaches to research, reflection on work-related learning and critical engagement with the idea of education as a contributor to human development;
6. To support student's technology enhanced learning, digital literacy and use of social media to connect peers and professionals and develop a critical understanding of children, young people, adults and community use of technology;
7. To enable participants to gain a wide range of skills and knowledge necessary to enhance postgraduate and career opportunities in education, learning, development and early childhood including the potential to progress to postgraduate study leading to PGCE Primary Initial Teacher Education or PGCE Post-compulsory Education and Training or Masters study in other related fields.

<b>Part 3: Learning Outcomes of the Programme</b>	
The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	
<b>Learning Outcomes</b>	<b>Teaching, Learning and Assessment Strategies</b>
<b>A Knowledge and Understanding</b>	
<p><b>A Knowledge and understanding of</b></p> <ol style="list-style-type: none"> <li>1. How people develop and learn from birth, through childhood, adolescence and adulthood.</li> <li>2. Relevant concepts and theories related to education, learning and development drawn from the fields of education, psychology, social and educational policy, sociology, philosophy, history, neuroscience and economics including reference to relevant research based studies.</li> <li>3. The significance of relevant contextual factors influencing knowledge, provision and practice with respect to education and early childhood</li> <li>4. Reflective practice for enhancing awareness of personal and professional responsibilities to children, young people, adults and their families alongside their own and others' value positions.</li> <li>5. Approaches to research and enquiry with children, young people and adults and the ethical implications of research in this field</li> <li>6. Impact of different modes of learning within formal and informal contexts for all people</li> <li>7. The equalities issues embedded within educational opportunities and processes as experienced by all learners</li> <li>8. Technology enhanced learning approaches</li> </ol>	<p><b>Teaching/learning methods and strategies:</b> The programme aims to model practice which promotes metacognitive understanding of teaching and learning processes. Strategies deployed are varied and responsive to students' needs and include: lectures; seminars; group tutorials; individual tutorials; work-related learning; guided study tasks including use of literature and reflective activities; research tasks; use of online communication and virtual learning environments; use of multimedia sources, case-studies, role-play, games and simulations; project work; group work and individual activity.</p> <p><b>Assessment:</b> The programme aims to model practice which promotes metacognitive understanding of assessment processes. Both formative and summative assessments are used as appropriate. Strategies used include: group and individual presentations, written assignments, portfolios of work, pre-seen timed tests and empirical work based on work-related learning. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process (see Appendix 1).</p>
<b>B Intellectual Skills</b>	
<p><b>B Intellectual Skills</b></p> <ol style="list-style-type: none"> <li>1. Work with ideas at a level of abstraction, arguing from competing perspectives of education, learning and early childhood</li> <li>2. Identify the possibility of new concepts within existing knowledge frameworks and approaches to learning and early childhood</li> </ol>	<p><b>Teaching/learning methods and strategies:</b> Intellectual skills are developed in a range of ways using the diversity of teaching and learning approaches already described. In particular, the programme aims to support students to develop their intellectual skills in a progressive way across the three levels.</p>

<b>Part 3: Learning Outcomes of the Programme</b>	
<ol style="list-style-type: none"> <li>3. Demonstrate confidence and flexibility in identifying and defining complex problems</li> <li>4. Identify, select and use investigative strategies and techniques to undertake critical analysis, evaluating the outcomes</li> <li>5. Apply knowledge in unfamiliar contexts, synthesizing ideas or information to generate novel solutions</li> <li>6. Achieve a body of work or practice that is coherent and demonstrates connectivity across theory and practice</li> </ol>	<p><b>Assessment:</b> The programme engages students in a variety of teaching and learning strategies with a view to enabling students to develop a metacognitive understanding of learning processes. Learning is organised into group and individual sessions in various modes including face to face and virtual. Strategies include lectures, seminars, tutorials, peer assisted learning, student-directed learning within the Graduate Development Programme, directed study tasks and work-related learning.</p>
<b>C Subject, Professional and Practical Skills</b>	
<p><b>C Subject, Professional and Practical Skills</b></p> <ol style="list-style-type: none"> <li>1. critically evaluate range of work-related learning experiences relating to education, and early childhood;</li> <li>2. develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others</li> <li>3. Locate own role within flexible contexts requiring a level of autonomy</li> <li>4. Seek and apply new techniques and processes to own performance and identify how these might be evaluated</li> <li>5. Work effectively in a team, support or be proactive in leadership, negotiate in a professional context and manage conflict</li> <li>6. Show awareness of personal responsibility and professional codes of conduct and incorporate this into their learning and practice</li> <li>7. Act within minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accept accountability for determining and achieving personal and / or group outcomes</li> </ol>	<p><b>Teaching/learning methods and strategies:</b> Subject/professional/practical skills are developed in a range of ways using the diversity of approaches already described. In particular observation and participatory approaches to research and enquiry tasks are used to develop professional and practical skills. Participants will enhance their capacities in critical observation and evaluative reflection through engagement with a range of work-related learning and educational experiences and practices.</p> <p><b>Assessment:</b> Assessment for this aspect of the programme serves diagnostic, formative and summative purposes and takes the following forms: self-assessment and peer-assessment, group presentations and role plays, student led workshops to evaluate work-related learning experiences, tutor-assessed portfolios and written assignments. A common bank of assessment criteria is used throughout the programme supports transparency and consistency in the assessment process (See Appendix 1).</p>

### Part 3: Learning Outcomes of the Programme

#### D Transferable Skills and other attributes

##### D Transferable Skills and other attributes

- 1) Take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans and implements action
- 2) Set criteria for and is effective in professional and interpersonal communication in a wide range of situations
- 3) identify relevant theoretical, professional and/or research based sources and use these appropriately in their studies;
- 4) plan and conduct research or enquiry in a systematic way using primary and/ or secondary sources;
- 5) make context-appropriate use of technologies to search for, analyse and present information
- 6) collect and apply numerical data as appropriate to study purposes
- 7) Present ideas orally and in writing with confidence and coherence

##### Teaching/learning methods and strategies:


The programme engages students in a variety of teaching and learning strategies with a view to enabling students to develop a metacognitive understanding of learning processes. Attention is given to skills required for successful learning within a module and also those skills which will be of value to students across their programme and in their study and work on graduation. Learning is organised into group and individual sessions in various modes including face to face and virtual interactions including online communication, and a variety of digital literacies. Additional approaches will include lectures, seminars, tutorials, peer assisted learning, student-directed learning within the Graduate Development Programme, directed study tasks and work-related learning.

##### Assessment:

The programme engages students in a variety of assessment strategies with a view to enabling students to develop a metacognitive understanding of assessment processes. Transferable skills specific to each module are incorporated into the assessment process and are explicitly assessed in some cases. Assessment serves diagnostic, formative and summative purposes and takes the following forms: tutor-assessed pre-seen examinations, tutor-assessed group and individual oral and written assignments, self-assessment and peer-assessment. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process.

### Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

<b>E N T R Y</b>    Year 1	<b>Compulsory Modules</b> Exploring Play in Early Childhood UTTGPU-30-1 The Developing Child UTTGPW-30-1 Critical perspectives on education policy UTTGPX-30-1 Education for sustainable development and global citizenship UTTGQ3-30-1 Guided Study UTTGRW -30-1 ** ** Not normally available to students only in exceptional circumstances to substitute for one of the above	<b>Optional Modules</b>	<b>Interim Awards</b> Cert HE Education and Early Childhood
	Year 2	<b>Compulsory Modules</b> Professional collaborations for ELD UTTGQ9-30-2	<b>Optional Modules</b> <i>90 credits identified from:</i> Disability SEN and inclusion UTTGQ5-30-2 Children Making Meaning UTTGQF-30-2 Technological Childhoods UTTGQ8-30-2 *Guided Study UTTGRX-30-2 * Learning from Intercultural Dialogue UTTGSB-30-2

Semester exchange: Students have the option of spending one semester in year 2 in a European country under the Erasmus scheme. Students gain credit by studying modules taught in English in a partner institution but usually studying UWE modules while away.

\*Normally only available for students taking part in ERASMUS Exchanges or in exceptional circumstances

Year 3	<p><b>Compulsory Modules</b></p> <p><i>Either Early Childhood:</i>  Researching childrenUTTQQE-15-3  with  Dissertation – including experience  in Early Years settingsUTTQQH-45-3</p> <p><b>Or Education Learning and Development</b>  Researching education, learning  and developmentUTTQQL-15-3  with  Dissertation UTTQQM-45-3</p>	<p><b>Optional Modules</b>  60 credits identified from  Education Learning and  Development  Creativity, the arts, community  and education UTTQQN-30-3  Languages, literacies and  learning UTTQQP-30-3</p> <p><b>Or Early Childhood:</b>  Emerging Languages and  Identities UTTQQJ-30-3  The Development of Reasoning  UTTQQK-30-3</p>	<p><b>Interim Awards</b></p> <p>BA Education  and Early  Childhood</p>
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## GRADUATION

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

**A successful extended CRB check confirmed by the University is a requirement of this programme.**

Note 1: Those considering the degree as a route onto a PGCE Primary Initial Teacher Education are advised to have, prior to application to a PGCE, an A-level in a National Curriculum Subject to Grade B together with a standard equivalent to a grade C or above in the GCSE examination in English Language, Mathematics and science.

There are no essential prerequisite subjects but childhood studies, psychology and sociology are particularly relevant.

Accessible routes into this programme include the achievement of the Access to HE Diploma; achievement of level two credits in mathematics and English language.

### Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

### Assessment Map

The programme encompasses a range of **assessment methods** including presentations, written reports and written essays portfolios and posters. These are detailed in the following assessment map:

## Part 6: Assessment

### Assessment map for BA HONS EDUCATION AND EARLY CHILDHOOD

		Type of Assessment									
		Poster presentation	open book written exam	Collaborative group / pair presentation	Individual Oral Presentation	Verified earning Log	written assignment	Review of refereed article	report / project	dissertation	portfolio
<b>compulsory modules level 1</b>	Exploring Play In Early Childhood UTTGPU			A (25)							B (75)
	The Developing Child UTTGPW				A (25)		B (75)				
	Critical Perspectives On Education Policy UTTGPX-30-1		A (25)				B (75)				
	Education For Sustainability, Development And Global Citizenship (UTTQQ3			A(25)					B (75)		
<b>compulsory modules level 2</b>	Professional Collaborations For ELD (UTTQQ9-30-2)					A (25)					B (75)
<b>compulsory modules level 3</b>	Researching Children UTTGQE-15-3		A 100								
	Dissertation – Including Experience In Early Years Settings (UTTQQH-45-3)				A (20)					B (80)	
	<b>OR</b>										
	Researching Education, Learning And Development (UTTQQL-15-3				A (100)						
	Dissertation (UTTQQM-45-3									A 100	
<b>optional modules level 2</b>	Learning from Intercultural Dialogue (UTTGBS-30-2)	A 25							B (75)		
	Disability Sen And Inclusion (UTTQ5-30-2)				A (25)				B (75)		
	Children Making Meaning (UTTQQF-30-2)				A 25						B (75)
	Technological Childhoods (UTTQQ8-30-2)			A (25)			B (75)				
	Guided Study (UTTGRX-30-2)						A (50)	B (50)			
<b>optional modules level 3</b>	Emerging Languages And Identities UTTGQJ-30-3			A (25)			B (75)				
	The Development Of Reasoning UTTGQK-30-3				A (50)		B (50)				
	Creativity, The Arts, Community And Education UTTGQN-30-3				A (25)		B (75)				
	Languages, literacies and learning (UTTQQP-30-3				A (25)		B (75)				

\*assessment should be shown in terms of either **written exams**, **practical exams**, or **coursework** as indicated by the colour coding above.



## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the B.A. (Honours) Education and Early Childhood programme teaching is a mix of scheduled, independent and work related learning. These are defined as follows:

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, workshops; fieldwork; external visits; work related learning.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

**Independent work-related learning:** includes students gaining experience in a range of educational contexts formal and informal for children, young people and adults across the life course organised through their own contacts and guided by module and programme leaders. Such Work related learning will involve negotiated experience which contributes to the student's learning and assessment on identified University located modules. Arrangements between the setting and the student take the form of a simple agreement that outlines expectations and entitlement of students and the roles and responsibilities of tutors and the identified supervisor within the setting. Such agreements will be open documents shared between student, university and work related learning contexts. (see Advisory Group document for further information)

### Description of Distinctive Features and Support

The programme makes use of student-led sessions on areas such as study skills within the Graduate Development Programme across all three years. The peer assisted learning (PAL) programme is also available to students so that support from students in higher year groups offer informal support to their peers.

### WORK RELATED LEARNING

Work related learning contributes directly to the UWE Employability Strategy in that it creates opportunities for high quality work experience for students by drawing on the talents of a wide range of experts and practitioners in the locality.

Work related learning can be distinguished from work-based learning in that it may not always involve paid employment within the identified organisation/setting and does not involve professional training as such. The aim is not to assess professional competence of the student but to extend the learning opportunities in order that the relevance of their studies for future employment is more fully comprehended.

This programme seeks to support students in gaining work related opportunities that complement the learning taking place within the university setting. The aim of such opportunities is to enable students to work in the company of practitioners and professionals in the field of EC/ELD. These opportunities will be located within identified modules of study.

## Part 7: Student Learning

Work related learning is negotiated between the University and the organisation. The outcome will be a formal work related programme that contributes to the student's learning and assessment on identified University located modules. Agreements will be formalised in the form of a simple contract that outlines expectations and entitlement of students and the roles and responsibilities of those hosting students within organisations. Such contracts will be open documents shared between student, university and work related learning contexts.

In this way work related learning has the potential to contribute to programme development as well as programme enhancement. Students will be supported and motivated through work related learning towards independent study, personal development and future work.

Students will be encouraged to seek such work related learning opportunities while is key cases the University will have negotiated these on behalf of the student in advance of the start of the module.

## Part 8: Reference Points and Benchmarks

### **QAA subject benchmark statements**

The Education Studies subject benchmarks (2007) together with the Early Childhood Studies benchmarks have both been the main source of guidance for the programme and module specifications in terms of programme aims, programme and module areas of knowledge and understanding, programme and module intellectual skills, programme and module practical and subject knowledge and programme and module transferable skills. In addition areas of knowledge and understanding derived from the benchmarks for Youth and Community Studies have been drawn upon in relation to the modules which address learning and development in contexts outside formal schooling.

**SEEC Guidelines (2011)** were used to ensure that the learning outcomes of their programme were fit for purpose and up to date. The document had been updated since the last programme design process so this was deemed to be beneficial.

### **University strategies and policies**

Extensive use of university policies was made in the production of this programme specification including:

- A) UWE Charter (in relation to focusing the aims of the programme on a commitment to the 'best student experience')
- B) UWE Learning and Teaching policy UWE E-learning policy (in relation to approaches to engaging in technology enhanced learning)
- C) UWE Work-based learning policy (in relation to learning from experiences in workplaces)
- D) UWE Employability Strategy
- E) UWE Safe guarding children and vulnerable adults (in relation to content of particular modules and our practices in work-related learning)
- F) UWE Technology enhanced learning policy
- G) UWE Health and Safety policy – the UWE Health and Safety Standards were considered in designing the content of this programme and all relevant standards will be considered specifically in relation to risk assessment for work-related learning experiences

## Part 8: Reference Points and Benchmarks

### Staff research projects

Staff in the UWE Department of Education are engaged in research and knowledge exchange activity in the following areas which have shaped the provision (learning outcomes of modules) and sources (indicative reading) outlined in the modules included this programme specification:

1. Young Children Learning Rights: Observing the Implementation of UNICEF's Rights Respecting Schools Award in 2 Bristol early years settings
2. Human Learning in a Social Context.
3. 'Who do you think you are?' – an investigation into the developing notion of professional identity amongst trainee teachers
4. Evaluation of the ASDAN Certificate of Personal Effectiveness (CoPE):
5. Evaluation of the ASDAN Islam and Citizenship Education Course
6. Curriculum history
7. History of education
8. Citizenship education
9. Primary education - learning and teaching and curriculum development
10. The measurement of participation in higher education
11. The impact of former 'GCSE equivalent' qualifications on GCSE attainment
12. Categorisations of social class in higher education
13. Intercultural interactions in internationalised universities
14. the education of children in care
15. the influence of social class on undergraduate student experience
16. undergraduate student gendered identities
17. School improvement in the context of schools causing concern and academisation
18. The nature of interventions following tracking of looked-after children and recently adopted children
19. Children's multilingualism and learning
20. Research in multilingual settings

### Employer interaction and feedback

An Advisory Group was set up and meetings took place throughout the autumn and spring term culminating in creation of a model for work related learning and a list of suggested small and medium sized voluntary and community based organisations in the locality which would be suitable for each of the work related learning modules identified.

The Advisory Group consisted of staff members of local schools, members of local voluntary organisations, local authority personnel, members of minority ethnic groups and colleagues from student services and volunteering at UWE

Their advice was also helpful and supportive in the development of all modules within the programme as each member of the Advisory Group was allocated a module to oversee and work with colleagues as the team deemed to be appropriate

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

## Appendix 1: Generic Assessment Criteria

The assessment criteria are listed under eight domains (A-H) of which one, the conceptual domain (Domain A), is core and a requirement for any assessed piece of work. All module outlines given to students indicate clearly for each piece of work which other assessment criteria are to be met.

The criteria are specified in each domain at three levels: threshold (level 1 and level 2) and honours (level 3). **In addition, the expectations are cumulative, i.e. it is to be assumed that in fulfilling the higher level criteria, the lower level criteria will also have been met.**

### A: Conceptual Domain (Core)

L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

L2 The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.

L3 The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

### B: Literature Domain

L1 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

L3 The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

### C: Contextual Domain

L1 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L2 The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L3 The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

### D: Research Domain

L1 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.

L2 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.

L3 The assignment demonstrates that the student can plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.

#### **E: Ethical Domain**

L1 The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study.

L2 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these can be applied.

L3 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice.

#### **F: Values Domain**

L1 The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, the value position of others in relation to the area of study.

L2 The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, compare it with the value position of others in relation to the area of study.

L3 The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.

#### **G: Action Domain**

L1 The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L2 The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L3 The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

#### **H: Negotiated Domain**

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.

## Appendix 2

### Map of assessment criteria programme / module

Module	Comp	A	B	C	D	E	F	G	H
<b>Year 1</b>									
Exploring Play in Early Childhood UTTGPU-30-1	A	✓	✓	✓					
	B	✓	✓	✓					
The Developing Child UTTGPW-30-1	A	✓	✓	✓					
	B	✓	✓	✓					
Critical perspectives on education policy UTTGPX-30-1	A	✓	✓	✓					
	B	✓	✓	✓					
Education for sustainability, development and global citizenship UTTGQ3-30-1	A	✓	✓						
	B	✓	✓		✓				
<b>Year 2</b>									
Professional collaborations for ELD UTTQQ9-30-2	A	✓		✓					
	B	✓		✓				✓	
Children Making Meaning UTTGQF-30-2	A	✓	✓					✓	
	B	✓	✓					✓	
Disability SEN and inclusion UTTGQ5-30-2	A	✓						✓	
	B	✓			✓			✓	
Technological Childhoods UTTGQ8-30-2	A	✓		✓				✓	
	B	✓	✓	✓					
Learning through intercultural dialogue UTT GSB-30-2	A	✓		✓					
	B	✓	✓		✓				
Guided Study UTTGRX-30-2	A	✓	✓						
	B	✓	✓						
<b>Year 3</b>									
Researching children (UTTQQE-15-3)	A	✓	✓			✓	✓		
Dissertation – including experience in Early Years settings (UTTQQH-45-3)	A	✓	✓	✓	✓	✓		✓	
The Development of Reasoning UTTQQK-30-3	A	✓	✓					✓	
	B	✓	✓	✓					
Emerging Languages and Identities UTTQQJ-30-3	A	✓		✓					
	B	✓	✓	✓					
Researching education, learning and development UTTGQL-15-3	A	✓	✓			✓			
Dissertation UTTGQM-45-3	A	✓	✓	✓	✓	✓			
Creativity, the arts, community and education UTTGQN-30-3	A	✓		✓					✓
	B	✓		✓	✓				
Languages, literacies and learning UTTQQP-30-3	A	✓					✓		
	B	✓	✓	✓					
Guided Study UTTGRY-30-3	A	✓	✓	PLUS ONE OTHER					
	B	✓	✓	PLUS ONE OTHER					

### Appendix 3: Mapping of Learning Outcomes for the programme against modules:

Programme Learning Outcomes: mapped against modules within the programme		Modules															
		ELD Critical perspectives UTTGPX-30-1	ELD E Sustainable Dev UTTGQC-30-1	EC The Developing Child UTTGPW-30-1	EC Exploring Play UTTGPU-30-1	ELD Professional collab UTTGQ9-30-2	ELD Disability and inclusion UTTGQ5-30-2	EC Technological Childhoods UTTGQ8-30-2	EC Childen Making Meaning UTTGQF-30-2	EC Researching UTTGQE*-15-30-3	EC Dissertation UTTGQH-45-3	ELD Creativity, arts UTTGQN-30-3	ELD Researching UTTGQL-15-3	ELD Dissertation UTTGQM-45-3	ELD Languages, literacies UTTGQP-30-3	EC Emerging Languages UTTGQJ-30-3	EC Development Reasoning UTTGQK-30-3
<b>A Knowledge and understanding of</b>																	
1	How people develop and learn from birth, through childhood, adolescence and adulthood.			✓	✓	✓	✓		✓		✓			✓	✓	✓	✓
2	Relevant concepts and theories related to education, learning and development drawn from the fields of education, psychology, social and educational policy, sociology, philosophy, history, neuroscience and economics including reference to relevant research based studies.	✓		✓	✓		✓	✓		✓			✓	✓			✓
3	The significance of relevant contextual factors influencing knowledge, provision and practice with respect to education and early childhood	✓	✓			✓	✓		✓			✓					✓
4	Reflective practice for enhancing awareness of personal and professional responsibilities to children, young people, adults and their families alongside their own and others' value positions.		✓		✓	✓	✓	✓						✓			
5	Approaches to research and enquiry with children, young people and adults and the ethical implications of research in this field		✓				✓			✓	✓		✓	✓	✓	✓	
6	Impact of different modes of learning within formal and informal contexts for a diverse range of people	✓		✓		✓	✓	✓	✓						✓		
7	The equalities issues embedded within educational opportunities and processes as experienced by all learners		✓		✓	✓	✓		✓			✓		✓	✓	✓	✓
8	Technology enhanced learning approaches			✓			✓	✓		✓	✓		✓	✓		✓	



Programme Learning Outcomes: mapped against modules within the programme		modules															
		ELD Critical perspectives UTTGPX-30-1	ELD E Sustainable Dev UTTGQC-30-1	EC The Developing Child UTTGPW-30-1	EC Exploring Play UTTGPU-30-1	ELD Professional collab UTTGQ9-30-2	ELD Disability and inclusion UTTGQ5-30-2	EC Technological Childhoods UTTGQ8-30-2	EC Childen Making Meaning UTTGQF-30-2	EC Researching UTTGQE*-15-30-3	EC Dissertation UTTGQH-45-3	ELD Creativity, arts UTTGQN-30-3	ELD Researching UTTGQL-15-3	ELD Dissertation UTTGQM-45-3	ELD Languages, literacies UTTGQP-30-3	EC Emerging Languages UTTGQJ-30-3	EC Development Reasoning UTTGQK-30-3
<b>B Intellectual Skills</b>																	
1	Work with ideas at a level of abstraction, arguing from competing perspectives of education, learning and development	✓	✓				✓		✓								✓
2	Identify the possibility of new concepts within existing knowledge frameworks and approaches to learning		✓				✓	✓	✓		✓				✓		✓
3	Demonstrate confidence and flexibility in identifying and defining complex problems		✓			✓				✓	✓	✓		✓	✓		
4	Identify, select and use research strategies and techniques to undertake critical enquiry and analysis, evaluating the outcomes of study	✓	✓			✓	✓			✓	✓		✓	✓			
5	Apply knowledge in unfamiliar contexts, synthesising ideas or information to generate novel solutions		✓			✓	✓				✓					✓	
6	Achieve a body of work or practice that is coherent and demonstrates connectivity across theory and practice		✓			✓					✓			✓			
7	Analyse new, novel and/or abstract data using an appropriate range of established techniques		✓				✓			✓			✓		✓		✓
8	Judge the reliability, validity and significance of evidence to support conclusions	✓	✓	✓	✓			✓	✓	✓	✓					✓	✓

**Programme Learning Outcomes:  
mapped against modules within the  
programme**

		Modules															
		ELD Critical perspectives UTTGPX-30-1	ELD E Sustainable Dev UTTGQC-30-1	EC The Developing Child UTTGPW-30-1	EC Exploring Play UTTGPU-30-1	ELD Professional collab UTTGQ9-30-2	ELD Disability and inclusion UTTGQ5-30-2	EC Technological Childhoods UTTGQ8-30-2	EC Children Making Meaning UTTGQF-30-2	EC Researching UTTQE*-15-30-3	EC Dissertation UTTGQH-45-3	ELD Creativity, arts UTTGQN-30-3	ELD Researching UTTGQL-15-3	ELD Dissertation UTTGQM-45-3	ELD Languages, literacies UTTGQP-30-3	EC Emerging Languages UTTGQJ-30-3	EC Development Reasoning UTTGQK-30-3
	C Subject, Professional and Practical Skills																
1	Locate own role within flexible contexts requiring a level of autonomy				✓	✓	✓			✓	✓		✓	✓	✓		
2	Seek and apply new techniques and processes to own performance and identify how these might be evaluated					✓			✓	✓	✓					✓	
3	Work effectively in a team, support or be proactive in leadership, negotiate in a professional context and manage conflict	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
4	Show awareness of personal responsibility and professional codes of conduct and incorporate this into their learning and practice		✓	✓		✓				✓	✓	✓	✓	✓	✓	✓	
5	Operate in complex and unpredictable contexts, requiring selection and application from a range of largely standard techniques and information sources		✓			✓		✓	✓								
6	Act within minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accept accountability for determining and achieving personal and / or group outcomes	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
7	Critically evaluate a range of work-related learning experiences relating to education, learning and development;	✓	✓			✓				✓	✓	✓	✓	✓		✓	
8	Develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others.			✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓

Programme Learning Outcomes: mapped against modules within the programme		MODULES															
		ELD Critical perspectives UTTGPX-30-1	ELD E Sustainable Dev UTTGQC-30-1	EC The Developing Child UTTGPW-30-1	EC Exploring Play UTTGPU-30-1	ELD Professional collaboration UTTGQ9-30-2	ELD Disability and inclusion UTTGQ5-30-2	EC Technological Childhoods UTTGQ8-30-2	EC Children Making Meaning UTTGQF-30-2	EC Researching UTTGQE*-15-30-3	EC Dissertation UTTGQH-45-3	ELD Creativity, arts UTTGQN-30-3	ELD Researching UTTGQL-15-3	ELD Dissertation UTTGQM-45-3	ELD Languages, literacies UTTGQP-30-3	EC Emerging Languages UTTGQJ-30-3	EC Development Reasoning UTTGQK-30-3
	<b>D Transferable Skills and other attributes</b>																
1	Take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraise alternatives and plans and implement action		✓			✓	✓			✓	✓						✓
2	Set criteria for and is effective in professional and interpersonal communication in a wide range of situations	✓		✓	✓	✓			✓	✓	✓		✓	✓			✓
3	Identify relevant theoretical, professional and/or research based sources and use these appropriately in their studies;	✓	✓		✓			✓	✓	✓		✓	✓			✓	✓
4	Plan and conduct research or enquiry in a systematic way using primary and/ or secondary sources;		✓				✓			✓	✓	✓	✓	✓	✓		✓
5	Make context-appropriate use of technologies to search for, analyse and present information		✓		✓		✓	✓			✓	✓	✓	✓			
6	Collect and apply numerical data as appropriate to study purposes		✓					✓			✓		✓				✓
7	Present ideas orally and in writing with confidence and coherence			✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓

✓